

Next Review Date Sept 2020

### **Introduction**

At East Sheen Primary School (ESPS) we have a whole school ethos of achievement for all pupils. High quality teaching and high expectations of behaviour for learning create a rich and positive learning environment. We focus on meeting the individual needs of every child, whatever their starting points. We also have high expectations of school attendance to ensure pupils have full access to the learning opportunities.

### **Who is eligible for the Pupil Premium Grant?**

The Pupil Premium Grant (PPG) is government funding for pupils who are eligible for free school meals due to deprivation (FSM) at the time of the January Census, or at any time in the previous six years, as well as pupils who have been looked after by the local authority for at least one day, or are the children of members of the armed forces. Eligibility for FSM should not be confused with the government's universal meal service for all pupils in Early Years Foundation Stage (EYFS) and Key Stage (KS)1 (basically covering all pupils in school aged 4-7 years) regardless of economic circumstances. The basic grant remained at £1,320 for the year 2018-2019. At ESPS the number of pupils eligible for the PPG is generally higher than the local East Sheen, Kew and Mortlake schools' average -10.5% (Source 2018 ASP data) and in line with LB Richmond average - 12% ( Source 2018 ASP contextual data) but lower than the national average – 23.5% (Source 2018 ASP data). In 2018-2019, 12% of ESPS's pupils were eligible for the grant. The 2018-2019 Y6 cohort consisted of 14% (12) pupils eligible for the pupil premium grant.

### **How the school uses the grant**

The school uses these funds for additional provision which aims to support the raising of attainment for the most vulnerable pupils. These include: English and maths booster classes with teachers; interventions and targeted support with Higher Learning Teaching Assistants for KS2 (ages 7-11) and Teaching Assistants for EYFS and KS1; drama therapy; trips and after school activities, outreach interventions designed by our Pastoral and Inclusion Manager based in our Social, Emotional and Mental Health Provision depending on individual barriers (these include social skills groups, 1:1 mentoring, "Lego Club" and nurture); free breakfast club for pupils who may not otherwise eat well at the start of the day (this also enables a calm, sociable, positive environment in preparation for the school day); assistance is offered to support persistent absentees to get to school (e.g. provision of alarm clocks, phone calls to offer assistance in the morning, collecting pupils from home if necessary, along with close work with the Education Welfare Officer). We also ensure pupils who are eligible for the grant and have high levels of attainment have access to enrichment activities and are exposed to aspirational thinking-through workshops, programmes for higher achievers and liaison with secondary schools. The progress of every single child from individual starting points is closely tracked and records are kept to monitor impact of interventions in place to overcome individual barriers to learning.

### **Barriers to Learning**

The 2018-2019 progress data shows that all of ESPS pupils do exceptionally well (in the top 20% of all schools nationally in all subjects for progress and attainment), irrespective of their eligibility for the PPG. We believe that the barriers to learning experienced by pupils eligible for the PPG at our school include low self-esteem, limited access to enriching experiences, lack of access to pre-school activities, no "space" of their own (if in crowded living conditions or living in families where some

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pupils or adults have special needs or where the pupil may be a carer), poor or inadequate diet, poor sleep quality due to inadequate housing or sleeping facilities, emotional stress caused by deprivation, poor attendance due to child or parent poor health, limited language skills/vocabulary. Pupils who are adopted and pupils who are in care may experience a range of other barriers, often emotional, due to attachment disorders or early trauma.

### How we use the grant to break down barriers

We use our PPG to fund opportunities for enrichment, mentoring and providing adults who can give a child “special time” for talking, playing and therapy. The objective of this is to promote self-esteem and a sense of self-worth. When we survey our pupils, we analyse the data for pupils eligible for the PPG separately so we can monitor their confidence and attitudes to learning and school experience and the impact of our interventions. We ensure all pupils have access to extra-curricular activities to enrich their lives and that they are able to take part in workshops and trips even where a cost is involved. We have developed an exciting and inclusive curriculum with a focus on promoting positive mental health. We offer both breakfast and after school clubs where a healthy snack is provided, in addition to the free school meal at lunch time to ensure pupils have an adequate diet. We target a range of interventions to support learning with the aim to accelerate progress and enable pupils from lower starting points to catch up. We also offer enrichment opportunities and have a policy to promote aspiration and achievement for all. We prioritise able pupils eligible for the PPG for “mastery” projects. We have also invested in attachment disorder training for staff to increase their understanding of the barriers that can be experienced by looked after or adopted pupils and in 2017-2018 staff had training in trauma (recognising impact and symptoms and how to support pupils) and counselling. Training continued in 2018-2019 with a focus on promoting positive mental health; sessions included: Solution Focus, Positive Thinking, Bouncing Back (building resilience), Managing Anxiety and Transitions.

### Impact on outcomes 2018-19 - Year 6 Pupils eligible for the Pupil Premium Grant

No of Pupils	Achieved expected standard							
	Reading (R)		Writing (W)		Maths (M)		R/M/M	
12	9	75%	10	83%	12	100%	8	67%
National Average								65%

Average scaled scores	Grammar, Punctuation and Spelling	Reading	Maths
All pupils accessing tests	105	104.2	107
Pupils with high scores (110+)	2	1	4

All pupils made accelerated progress.

4 pupils had drama therapy at some point during KS2.

3 pupils had support from specialist staff in our SEMH provision (mentoring, zones of regulation programme, anger management)

All pupils had 1:1 conferencing with a teacher employed to support PPG

All pupils accessed quality teaching and effective support from support staff-in class and in small intervention groups

All pupils were offered places at extra-curricular/childcare clubs

Financial support was offered for school trips, including residential trip to the parents of PPG pupils.

**Evaluation**

Additional support within the classroom from Higher Level Teaching Assistants was effective in enabling accelerated progress in Reading, Writing and Maths, closing the attainment gap at KS2. Each additional adult can support groups, individual pupils or swap role with the class teacher to allow the teacher to support individuals or groups. The additional adults also allow for targeted catch up programmes for pupils working on specific targets.

10 pupils were supported to take part in residential visits where they enjoyed team building challenges, they would not have otherwise had access to. This supports building resilience and increased self-esteem.

Drama therapy added value and emotional support for some pupils. However, it is a high cost intervention accessed by a small number of pupils and therefore will not be continued in 2019-2020.

<b>PUPIL PREMIUM BUDGET ALLOCATIONS – Calculation of Income</b>			
<b>Sept 18 - Aug 19, based on Jan 2018 census</b>	65 Pupils	63@ £1,320	} £87,760
		2@ £2,300	
<b>Sept 19 - Aug 20, based on Jan 2019 census</b>	64 Pupils	63@ £1,320	} £85,460
		1@ £2,300	

**How will the impact be measured?**

End of KS2 data will confirm whether the attainment gap has been closed and whether progress for this group remains positive and above national averages.

Case studies will show whether emotional support has increased resilience and the sense of self-worth and value.

**Breakdown of Expenditure**

Please see the separate document entitled Pupil Premium Strategy review and self-evaluation 2019 for the detailed breakdown of the actual expenditure of the income in 2018-2019 and the planned expenditure for 2019-2020